

College Misericordia



GRADUATE CATALOG

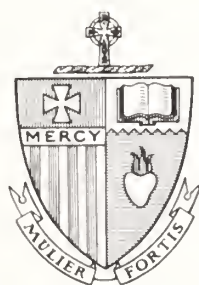
1989 - 90



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1989-90 GRADUATE CATALOG



College Misericordia

Dallas, PA 18612

GRADUATE CATALOG

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POLICY STATEMENT

This catalogue contains current information regarding College Misericordia's graduate programs, admissions policies, degree requirements, fees and regulations. College Misericordia reserves the right to promulgate and change such regulations and to make changes in its programs and policies whenever it is deemed necessary or desirable. Compliance with the requirements of the graduate programs is the responsibility of the student.

College Misericordia accords students of any race, color, religion, sex, physical handicap or disability, nationality or ethnic origin all the rights, privileges, programs and activities generally made available to students of the College. College Misericordia does not discriminate on the basis of race, color, religion, sex, handicap, nationality or ethnic origin in the administration of its educational policies, scholarship and loan programs or other College administered programs.

College Misericordia complies with the Family Education Rights and Privacy Act (FERPA) of 1974 as amended. A copy of the Act is available for inspection in the Office of the Academic Dean.

TABLE OF CONTENTS

Graduate Philosophy	5
Accreditation	5
Academic Integrity	5
Graduate Program Policies and Procedures	6
Admissions Information	6
Application for Graduate Degree	7
Auditing	7
Change of Address	8
Course Withdrawal and Refund Policies	8
Financial Aid	9
Graduation Requirements	10
Grievance Procedures	10
Incomplete Grades	11
Maintenance of Matriculation and	
Leave of Absence	12
Non-Matriculation Status	12
Program Advisement	12
Program Withdrawal	12
Readmission	13
Transcripts	13
Transfer of Credit	13
Tuition and Fees	13
Graduate Program Descriptions	14
Education	14
Nursing	17
Occupational Therapy Leadership	24
Organizational Management	26
Course Descriptions	29
Education	29
Nursing	33
Occupational Therapy Leadership	36
Organizational Management	38
Graduate Program Faculty	41

GRADUATE PHILOSOPHY

Graduate education at College Misericordia exists within the framework of the College's role and mission statement. It is firmly rooted in the mission and academic traditions of the college and its founding group, the Religious Sisters of Mercy, stressing the values of Justice, Mercy and Service. It emphasizes academic excellence and critical thinking, while preparing students for productive careers and continued professional growth. The graduate faculty foster a climate conducive to academic growth, intellectual discourse, critical thinking and decision making. The aims of the graduate programs at College Misericordia are to provide comprehensive education in special fields, to offer instruction in the methods of independent investigation and to foster a spirit of research.

Active participation, individualized planning, and selection of learning experiences facilitate the development of students as persons, members of society, and potential leaders in their professions. The graduate programs offered by College Misericordia build upon the College's traditional academic strengths.

ACCREDITATION

College Misericordia is fully accredited by the Middle States Association of Colleges and Schools/Commission on Higher Education and is empowered by the Commonwealth of Pennsylvania to grant both undergraduate and graduate degrees. The Master's degree in Education offered by College Misericordia is fully approved by the Pennsylvania Department of Education.

ACADEMIC INTEGRITY

It is the student's responsibility to maintain academic integrity and intellectual honesty in her/his work. All students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort.

In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by the use of citations, both the ideas and the language are her/his own. Failure to abide by the rules of scholarship is academically dishonest.

It should be clearly understood that plagiarism, cheating or other forms of academic dishonesty fundamentally violates the nature and purposes of an academic institution and will not be tolerated at College Misericordia. A student who has been found guilty of plagiarism will be dismissed from the College.

GRADUATE PROGRAM POLICIES AND PROCEDURES

ADMISSIONS INFORMATION

Matriculation in any graduate program at College Misericordia requires at minimum a bachelor's degree from an accredited college or university. In addition, some graduate programs have program-specific admissions requirements which are noted below.

Applicants must file a formal request for admissions along with three letters of recommendation (including a letter from a colleague and a supervisor) and the results of either the Graduate Records Examination or the Miller's Analogy Test. A complete application consists of the application form, three letters of reference, the application fee, official transcripts of previous academic work to be forwarded directly from the institution at which the credits were earned, and the results of either the GRE or MAT examination. Students for whom English is a second language must demonstrate proficiency in written and spoken English.

The application and all supporting material should be mailed to:

Office of Graduate Studies
College Misericordia
Lake Street
Dallas, PA 18612

Credentials will be screened by the Graduate Admissions Committee subsequent to which the applicant will be notified in writing of matriculation status within eight weeks of receipt of application contingent on receipt of all required information.

Program Specific Admissions Requirements:

EDUCATION: The Graduate Education program at College Misericordia is interested in attracting certified and experienced educators who have developed excellent reputations as elementary, secondary or special education teachers and who wish to become educational leaders. However, persons who are not currently teaching or who do not have degrees in teacher education may apply and in some cases be accepted to the program if their potential for developing outstanding teaching skills is deemed acceptable.

The graduate program in education does not culminate in a Pennsylvania Department of Education instructional or supervisory certificate. However, College Misericordia is approved to offer Instructional I certificates in Elementary Education, Early Childhood Education, Special Education (Mentally and Physically Handicapped), and School Nursing. Non-certified applicants who want to earn any of the certifications offered by College Misericordia may request a certification review. In all likelihood, certification applicants will be able to use graduate courses to satisfy some certification requirements. Additional undergraduate courses and experiences can be completed through the College Level Examination (CLEP), and/or through College Misericordia's Experiential Learning Program, which equates experience with course requirements. All applicants for Pennsylvania Department of Education Instructional I Certifications must successfully complete other requirements set by College Misericordia and the Pennsylvania Department of Education.

GRADUATE PROGRAM POLICIES AND PROCEDURES

NURSING: in addition to meeting the admission criteria of College Misericordia, the prospective student in the MSN program must:

1. Have a baccalaureate degree in nursing from an N.L.N. accredited baccalaureate program or the equivalent
2. Have a cumulative grade point average of "B" or better at the undergraduate level
3. Have current registration as a professional nurse in U.S.A.
4. Give evidence of successful completion of a statistics course
5. Give evidence of successful completion of a course in physical assessment
6. Have completed a minimum of one year clinical practice, post baccalaureate degree, and within five years of admission to the master's program
7. Submit a statement of personal and professional goals for graduate education
8. Interview with the Director of the graduate program

OCCUPATIONAL THERAPY LEADERSHIP: Applicants to the graduate program in Occupational Therapy Leadership must have completed a baccalaureate or certificate program in Occupational Therapy, must have successfully passed the Registry examination and must be credentialed as Registered Occupational Therapists.

APPLICATION FOR GRADUATE DEGREE

It is the student's responsibility to keep abreast of progress toward degree completion. An application for the graduate degree should be filed in the Office of the Registrar no later than three months prior to the expected date of graduation. Failure to do so may delay the date of awarding the diploma.

AUDITING

With the appropriate program director's approval, any student may register to take a course on an audit or non-credit basis provided that standard admission and course prerequisites have been met. A student may audit no more than 3 courses or 9 credits. The fee for auditing a course is one half the cost of tuition.

Matriculating students must have the permission of their advisor before auditing a course.

GRADUATE PROGRAM POLICIES AND PROCEDURES

CHANGE OF ADDRESS

Students enrolled for course work in the graduate program are responsible for reporting any change of address and/or other salient information to the Office of Graduate Studies. Failure to do so will result in failure to receive timely registration, program, grading and billing information.

COURSE WITHDRAWAL AND REFUND POLICIES

A student may withdraw from a course without academic penalty within the period stated in the college calendar. Withdrawal forms may be obtained from the Office of Graduate Studies. A grade of "W" is given for an approved withdrawal. The date on which the form is received by the Office of Graduate Studies is considered as the official date of withdrawal. Refund of tuition and grade assignment is based on the date on which the form is received by the Office of Graduate Studies. If a student does not officially withdraw from a class and ceases to attend it a grade of "F" is incurred. If a student withdraws while failing, after the date for withdrawal without academic penalty, a grade of "WF" is incurred.

When a graduate student drops a course or withdraws from a course or the College, official notice must be filed with the Office of Graduate Studies.

Tuition refunds are based on the date the Office of Graduate Studies receives official notice from a student indicating his/her desire to withdraw from a course.

For day and once per week evening classes the percentage rate for tuition refunds follows:

First Week	100 percent
Second Week	75 percent
Third Week	50 percent
Fourth Week	25 percent
No refunds are allowed after the fourth week.	

For Weekend College classes the percentage of tuition refund follows:

100 percent prior to the 1st class meeting.
50 percent prior to the 2nd class meeting.
No refund after the 2nd class meeting.

For Summer School classes the percentage of tuition refund follows:

100 percent prior to the 2nd class meeting.
50 percent prior to the 3rd class meeting.
No refund after the 3rd class meeting.

All refund percentages are computed from charges to the student, not from the amount paid.

Course fees are refundable only during the drop/add period. There are no refunds to students dismissed from the College. Advance registration deposits and any other fees are not refundable.

GRADUATE PROGRAM POLICIES AND PROCEDURES

FINANCIAL AID

A. Graduate Assistantships

A limited number of graduate assistantships are available on a competitive basis to graduate students. The assistantships involve designated institutional or programmatic work responsibilities which relate to the student's graduate studies. Graduate assistantships provide full or partial payment of tuition and/or stipends.

Written requests for assistantships should be submitted to the individual program director, who can provide specific information regarding available assistantships.

B. Graduate Student Loans

Through the guaranteed student loan program, graduate students may apply for up to \$7,500 per academic year. Students who obtained loans at the undergraduate level will borrow from the same lender at the same interest rate. The repayment of principal and interest is deferred until six (6) months after the student ceases to enroll for at least six (6) credits a semester.

Applications for loans are available at commercial and savings banks, savings and loans associations and credit unions. Further information and assistance can be obtained from the Financial Aid Office.

C. Veteran's Benefits

College Misericordia is approved by the Veterans Administration for the education and training of veterans and welcomes the opportunity to provide graduate education to veterans of the armed services.

Veterans enrolling at the institution for the first time should notify their local Veterans Administration Office in order to apply for educational benefits. This application should be filed six (6) weeks prior to the beginning of the semester. Students must contact the Registrar's Office to initiate the process.

D. Deferred Payment Plan

College Misericordia provides an option for students to pay tuition, fees and other charges on a deferred payment plan. The plan permits educational costs to be spread over a period of time. The requirements of the plan are as follows:

1. A down payment of twenty (20) percent of the total term/semester charges is required unless other arrangements have been made with the Comptroller's office.
2. Deferments are limited to one term/semester; the unpaid balance must be paid before final examinations that term/semester. Failure to pay charges in full before final exams may result in loss of credit for the term/semester.

GRADUATE PROGRAM POLICIES AND PROCEDURES

3. At the close of each month, the unpaid balance will be charged a one (1) percent finance charge.
4. Students who fail to meet their deferred payment obligations will be dropped from the plan.
5. Participants in the plan must sign and receive a copy of the deferred payment plan.

E. Interest Waived Policy

It is a College policy that any outstanding balances will be charged a one (1) percent finance charge at the close of the second month into the semester and each month thereafter. This policy is waived for students who receive tuition benefits, rehabilitation benefits or Veterans' Education benefits.

F. Tuition Reimbursement

Students whose tuition is reimbursed by their employer must file a letter from their employer annually so stipulating. Students may then register and remit the tuition prior to the next registration period.

GRADUATION REQUIREMENTS

To be eligible for a graduate degree from College Misericordia, students must have a cumulative grade point average of 3.0 at the time of graduation, must fulfill all program requirements including the professional contribution as required by the program, must have paid all tuition and fees, and must apply for the graduate degree no later than February 1 of the anticipated year of graduation.

GRIEVANCE PROCEDURES

The College provides a uniform method by which students can pursue grievable issues. Grievable issues are complaints about the institution's academic policies, its prescribed procedures for carrying out its policies, its administration of matters related to instructional practices, or any combination of the above. Formal grievances must be filed while a student is matriculating or within three months following the student's date of graduation.

A student who has a grievance should attempt to resolve it on an informal basis by using the following procedure:

1. The student should first speak to the person with whom the complaint rests.
2. If the matter is not satisfactorily resolved at that level, the student should proceed to the Program Director to discuss the issue.
3. If the matter is not resolved at that level the student should proceed to the Office of the Academic Dean where a formal grievance may be filed.

The procedure for grievance is as follows:

GRADUATE PROGRAM POLICIES AND PROCEDURES

1. The student shall inform the Academic Dean in writing of her/his intent to seek formal redress through the grievance procedure, indicating the nature of the complaint.
2. Within fourteen (14) calendar days of receipt of the written complaint the Academic Dean will convene the Academic Grievance Committee and provide the chair of the committee with the student's statement of the complaint.
3. The Academic Grievance Committee is composed of one administrator, one faculty member and one graduate student appointed by the Academic Dean.
4. At least seven (7) days in advance of the hearing the chair of the committee will notify the grievant and the individual charged with the complaint of the time and place of the hearing, the specification of the complaint, the composition of the committee.
5. The individual charged has the right to be present when charges and evidence are presented to the committee, to question and give evidence on her/his behalf.
6. Committee members may question witnesses to evaluate all relevant facts of a given case. Since the committee meeting is an internal review, all committee meetings shall be private. Witnesses shall be excluded except for the period of their questioning. Persons external to the college shall be excluded.

The report and recommendation of the committee shall be in writing, including the committee's rationale for the decision and including any dissenting opinion. Only those committee members who have heard all testimony and evidence in a given case may vote on the committee's recommendation.

The committee report and recommendations shall be forwarded to the Academic Dean within a ten (10) calendar days of the hearing. The Academic Dean will make the final determination and formally advise the parties involved.

INCOMPLETE GRADES

It is expected that course requirements are submitted on or before date designated by course professor. Should conditions arise that prohibit the student from completing required course assignment(s) by due date, the student must negotiate for a Grade of Incomplete with the course professor at least two weeks prior to course deadline. Emergencies may arise which do not allow a two week grace period. In that event the student should contact the Office of Graduate Studies to that effect. That office will then inform the instructors involved.

If an extension for completion of course assignment(s) is granted, the student must obtain an Incomplete Grade Form from the Office of Graduate Studies, obtain the professor's signature, and pay the designated fee to the Comptroller's Office.

The course professor retains the right to impose an initial penalty of a lower grade for any late assignments.

Some courses require an extended period of time beyond the normal course completion date to complete course requirements. When necessary, instructors of those courses may assign a grade of "IP" for the course indicating that the work is in progress. Failure to complete the course by the end of the subsequent semester will result in a grade of "F" for the course.

GRADUATE PROGRAM POLICIES AND PROCEDURES

MAINTENANCE OF MATRICULATION AND LEAVE OF ABSENCE

Once accepted into a program, students must maintain matriculation on a continuing basis until they have completed all degree requirements unless they have been granted a formal leave of absence. Matriculated students not enrolled for at least one course during the Fall and Spring semesters must register to maintain matriculation.

Students who are involved in a culminating activity such as a thesis, a professional contribution, or administrative practicum must maintain their registration in that activity until they have successfully completed it.

Normally students have no more than five (5) years after the date of matriculation to complete degree requirements.

Students who seek a leave of absence from their graduate program should submit a letter to the appropriate program director. The letter must state the reasons for the request and the length of the leave, if known. To return to the graduate program the student should submit to the appropriate program director a letter requesting readmission at least six weeks before the start of the semester in which the student wishes to re-enroll.

Cumulative leaves of absence may not exceed two (2) years after matriculation or the student will be dismissed from the program.

NON-MATRICULATION STATUS

Persons who have an undergraduate degree and who are not enrolled in a graduate program may take up to six (6) credits without applying for admission. After successful completion of six (6) credits, matriculation is required to continue enrollment in program courses. However, workshops and seminars sponsored by the graduate programs are open to members of the public who may enroll in the workshops and seminars on an audit basis.

PROGRAM ADVISEMENT

The Director of each graduate program serves as academic advisor for all students enrolled in that program. The Director maintains a student record and advisement folder used to plan a student's program and track progress. However, all official student records are maintained in the Registrar's Office and can be reviewed by students upon 24 hour notice.

Students register for courses with the help of the Program Director. The process of registering for courses requires the completion of a Course Registration Form. The form along with a check for tuition is submitted to the Office of Graduate Studies. Students who use the Deferred Payment Plan must submit a check for 20% of the tuition due and a Deferred Payment Form. Students who utilize employer reimbursement programs are required to submit a letter from their employers annually in August prior to registration.

PROGRAM WITHDRAWAL

A student who wishes to withdraw from the Graduate Program at College Misericordia must inform the Office of Graduate Studies of the withdrawal in writing. The date the office receives the notification determines final grades for any courses in which the student may be enrolled at the time of withdrawal as well as any tuition refund which may be warranted.

GRADUATE PROGRAM POLICIES AND PROCEDURES

READMISSION

A student who has withdrawn from a program and wishes to be readmitted to that or any other graduate program is required to submit a request for readmission in writing to the Office of Graduate Studies. Upon receipt of the letter, the Admissions Committee will review the student's credentials and determine whether to readmit the student.

TRANSCRIPTS

Official transcripts may be obtained from the Registrar's Office. There is a four dollar (\$4) fee for each transcript requested.

TRANSFER OF CREDIT

Applicants may transfer up to six (6) graduate credits earned previously at other accredited graduate programs. Transfer credits may be used to satisfy program requirements. Requests to transfer credits are evaluated by the Registrar in consultation with the appropriate Program Director.

Matriculating students may apply to take up to six graduate credits off campus from an accredited graduate program. These credits may also be transferred to College Misericordia to meet program requirements. However, in no case may the number of credits transferred into a graduate program at College Misericordia either before or after matriculation exceed six (6).

TUITION AND FEES

Tuition (per semester hours of credit) 1989-90

Education and Organizational Management	\$180.00
Nursing and Occupational Therapy Leadership	215.00
Application fee (to accompany all applications)	20.00
Clinical practicum fee (NSG 571)	35.00
Change of incomplete grade	25.00
Late registration fee	25.00
Matriculation fee for master's candidates for each semester during which the student is not registered for course work	35.00
Parking permit	15.00
Parking fines	15.00
Student I.D.	1.25
Transcript fee per copy	4.00

GRADUATE PROGRAM DESCRIPTIONS

GRADUATE PROGRAM IN EDUCATION

Philosophy National reports indicate that our society wants teachers to become more involved in the leadership and management of their profession. Increasingly, teachers are enthusiastically willing to accept that responsibility, to take the lead in planning and implementing the quality educational programs which are needed in our nation's schools. College Misericordia's graduate program in Education is designed to help teachers prepare to accept new responsibilities and become the educational leaders of tomorrow.

Even though it is expected that the graduates of College Misericordia's graduate program in Education will be valued highly by their school districts and communities, the program is not designed to help classroom teachers become school administrators or to prepare teachers for roles outside their classrooms. Although the program will have an overall positive effect on participants' classroom attitudes and behaviors, the program is not designed to increase classroom teachers' already advanced teaching skills. Instead, College Misericordia's graduate program in Education is designed to prepare already excellent teachers, those on the verge of becoming educational leaders, to assume responsibility for planning and implementing curriculum. This is a task which is becoming increasingly important and which should be the responsibility of the professionals most directly involved with our schools namely, teachers.

Educational leaders of the future need to be prepared through advanced teaching certification programs to accept responsibilities not now delegated to teachers. These include orientation and development of new teachers, curriculum development and implementation, and the development and implementation of educational programs. College Misericordia's graduate program in Education prepares teachers to accept these new responsibilities.

Program Cited by the Pennsylvania Department of Education for its "innovative programmatic and curricular design," the graduate program in Education breaks away from traditional graduate education programs commonly found on campuses throughout the country. It reflects the learning styles and schedules of adult learners. The thirty-six credit program offers participants a common body of necessary skills and understanding through a fifteen credit core requirement. It also allows students to pursue an area of interest through elective credit. Participants are given the opportunity during the program to apply what they have learned, first by completing two supervised, semester-long, school-based curriculum projects, and then by independently planning and implementing a major six credit school-based curriculum project.

Curriculum The curriculum requires the completion of five core courses, nine credits of electives, six credits of curriculum specialization, and a six-credit professional contribution.

GRADUATE PROGRAM DESCRIPTIONS

A. The core courses are:

EDU 500 Issues in Education - an exploration of contemporary issues which affect educational decision making.

EDU 504 Curriculum Design - an examination of the foundations, models, and procedures needed to plan and implement curriculum.

EDU 505 Teaching/Learning - a study of the major theories and models of learning and effective teaching.

EDU 509 Educational Assessment - an examination of educational evaluation strategies, techniques, and models.

EDU 515 Research Methods - an examination of the principles and procedures of educational research.

B. The Graduate Education Program offers electives in six areas. Students may complete all of their nine electives in one of the areas or choose among the areas. Those areas include:

1. Curriculum for Special Populations;
2. Classroom and Instructional Management;
3. Curriculum Content Issues;
4. Supervision of Curriculum;
5. Law and Policy Issues;
6. Technology and Teaching.

In addition, students may complete their elective requirements by completing related courses offered in other College Misericordia graduate programs or in carefully selected upper level courses in the undergraduate Education curriculum at College Misericordia. The elective requirement may also be completed using program sponsored mini- courses, workshops, and seminars some of which may be offered off-campus, or through contract learning.

Workshops and seminar series will include:

Curriculum for Special Populations - a series of seminars which introduce participants to the curriculum needs of special populations such as the severely, moderately, and mildly mentally and physically handicapped children and adolescents, the gifted, and culturally different students.

Classroom Management - a series of workshops which explore techniques and model programs which can be used to manage instruction and control students' behavior.

Curriculum Updates - seminars led by professionals expert in areas of elementary and secondary curriculum content.

Topics in Supervision - an exploration of techniques and models of curriculum supervision.

School Law Updates - seminars led by professionals expert in specific school law issues.

Computer Applications - workshops designed to help participants plan and implement curriculum.

In every case, choice of electives must be approved by the Program Director.

GRADUATE PROGRAM DESCRIPTIONS

- C. The two required Curriculum Specializations of three (3) credits each allow participants to relate their interest areas to what they have learned in the graduate program by completing supervised school-based curriculum projects. Students work with a seminar leader from the college and school district officials.
- D. The culminating activity is the Professional Contribution. Students participate in a three-credit planning seminar and a three-credit Professional Contribution. In completing these last two requirements, participants are given the opportunity to demonstrate their ability to independently plan and implement a major school-based curriculum project.

Course Scheduling Sequence The College Misericordia graduate program in Education utilizes an evening and weekend format throughout the school year and conveniently scheduled workshops and seminars offered during the school year and during the summer months. Students who enroll on a part-time basis can complete the program in three years. Full-time students can complete the program in two years.

A typical student's schedule is depicted below.

Year One	Semester One	EDU 500 EDU 515	Issues in Education Research Methods
	Semester Two	EDU 505 EDU 509	Teaching/Learning Educational Assessment
	Summer		Electives
Year Two	Semester One	EDU 504 EDU 591	Curriculum Design Specialization I
	Semester Two	EDU 592	Specialization II Electives
	Summer		Electives
Year Three	Semester One	EDU 594	Professional Contribution Seminar
	Semester Two	EDU 595	Professional Contribution

Electives for the Graduate Education program are also available from the College Misericordia Graduate Programs in Organizational Management, Nursing, or Occupational Therapy Leadership.

GRADUATE PROGRAM DESCRIPTIONS

GRADUATE PROGRAM IN NURSING

Philosophy and Conceptual Framework

The philosophy of the graduate program in Nursing is premised on the belief that nursing is an inherent and vital service within the health care system. Nursing exerts an influence on, and is influenced by, the newly developing patterns of providing services, the roles of other members of the health team, scientific and technological advances, nursing research, and the social and economic pressures which contribute to the complexity of health care services.

The profession of nursing is committed to making quality health care available and accessible to all. The faculty believe that the professional nurse has an obligation to participate individually and collectively in comprehensive planning and development to achieve this goal. Graduate education enables the professional nurse to realize creative leadership potential and provides opportunities for collaborative functioning with health professionals and others in effecting changes in nursing practice and health care.

The faculty further believe that learning is the responsibility of the student. Active participation, individualized planning, and selection of learning experiences facilitate development of each student. Continuing evaluation on the part of the student and the faculty is essential to determine the relevance of the program in developing the student as a person, a member of society, and as a leader in the nursing profession and the health care system. Inherent in these beliefs is a commitment to nursing through leadership, research, continued learning, and development.

The Conceptual Framework of the program builds upon that of the undergraduate program and demonstrates a direct relationship between the preparation of the advanced practitioner, high-level wellness, and the concept of person as it relates to self, family, groups, and community. The program prepares the graduate to practice as a nurse educator or nurse administrator and includes a foundation in research methodologies and leadership skills. A combination of a functional specialization and a clinical area of interest is provided to facilitate the practice of nursing based on theory which will directly influence the delivery of health care.

Specialization in a functional area, either education or administration, demands critical study of concepts and theories. Preparation for specialization requires the acquisition and systematic application of advanced knowledge and skills in both the functional and clinical area of interest. Advanced knowledge is necessary for a high degree of effectiveness in leadership capacities. The MSN program combines the study of a clinical area in Adult Health Nursing or Community Health Nursing with the study of a career related option of nurse educator or nurse administrator. Scientific inquiry is an integral part of the program. Such inquiry provides the basis for acquisition of increased competencies, in utilization of the research method, and in the analysis and synthesis of theories related to the practice of nursing.

GRADUATE PROGRAM DESCRIPTIONS

Emphasis on methods of inquiry, critical thinking, and decision-making which focus on the skills of analysis and synthesis unify the curriculum. Leadership, research, change agency, theory application, aggregate assessment and intervention are the major threads.

Program

The program is designed to develop a core of skills and competencies in the Master's candidate. In addition it provides a flexibility which permits students to pursue their areas of interest. Students meet their individual learning needs through selection and development of concepts and in-depth analysis of populations and communities.

The graduate nursing program at College Misericordia is designed to:

1. Provide clinically prepared nurse educators and administrators for leadership positions in nursing education and the health care delivery system.
2. Prepare graduates to use the research process to improve nursing practice, nursing education, and contribute to nursing's body of knowledge.
3. Prepare graduates to initiate innovative, creative approaches to the emerging needs and demands of society related to the health care delivery system.
4. Provide an educational base for graduates to pursue further education and professional development.

Curriculum

The curriculum is designed both to develop fundamental skills at the advanced level, and to prepare nurses in areas of administration or education. Therefore, two sequences of study beyond the core level are available to students, namely, Nursing Administration and Nursing Education.

The **Nursing Administration Sequence** is designed to develop leadership skills. Courses in organizational behavior, financial management, and nursing administration provide the graduate student with the basis for the role of nurse and administrator.

The **Nursing Education Sequence** is designed to develop leadership skills for the graduate student planning a teaching career. Courses in curriculum development, teaching/learning strategies, and an introduction to higher education provide the graduate student with a basis for the roles and functions of nurse educators. The student is introduced to specific aspects of education and leadership as they relate to nursing and is provided an opportunity to incorporate and apply various leadership styles within the framework of a selected theory or combination of theories related to nursing.

GRADUATE PROGRAM DESCRIPTIONS

The Clinical Core Courses in **Adult Health** are designed to facilitate the student's process of integration and clinical application of advanced theories and concepts as they relate to the health and nursing care needs of the adult. Concepts will be developed along the health-illness spectrum emphasizing care as multidimensional from the individual to the aggregate level. Based on a selected nursing theory, selected change theory, and current nursing modalities, interventions will be planned, implemented, and evaluated at the aggregate level.

The Clinical Core Courses in **Community Health Nursing** are designed to acquaint the student with advanced concepts in community assessment and intervention essential to practice, education, administration, and leadership in community settings. The primary focus on the community as client provides the student with opportunities to assess, plan, implement, and evaluate care at the aggregate level. Students will investigate the multi-dimensional role of change agent with the complex structure of the community.

The program consists of 40 credits including a professional contribution. Basically a program for part-time study, students must complete the program within five (5) years of matriculation.

Program Objectives

Graduates of the Master's Program in Nursing will be able to:

1. Articulate a philosophy of nursing and personal belief system that reflects a commitment to leadership in nursing.
2. Practice professional nursing based on research and theoretical knowledge from a variety of disciplines.
3. Participate with other health professionals and consumers to effect changes in nursing practice, nursing education, and health care systems.
4. Function independently or in collaboration with other health professionals and consumers to promote high level wellness for the person, family, and community.
5. Continue the process of learning for personal and professional growth.

Graduates in the Educational Sequence will be able to:

1. Demonstrate a personal philosophy and belief system in the role of nurse educator.
2. Develop skill in responding to the educational needs of students, colleagues, and society.

GRADUATE PROGRAM DESCRIPTIONS

3. Develop skill in responding to the standards, regulations, and credentialing criteria which impact upon nursing education.
4. Base the practice of nursing education on theory, research, and clinical expertise.
5. Participate with professional colleagues and consumers to achieve academic standards and goals.
6. Develop the leadership role of nurse educator within academia, the health care system, and the community.
7. Participate in lifelong learning.

Graduates of the Administration Sequence will be able to:

1. Demonstrate a personal philosophy and belief system in the role of nurse administrator.
2. Demonstrate skill in responding to the dynamic changes in organizational structures and functions within the health care delivery system.
3. Demonstrate skill in responding to the standards, regulations, and credentialing criteria which impact upon nursing administration and the health care system.
4. Base the practice of nursing administration on theory, research, and administrative expertise.
5. Participate with professional colleagues and consumers to achieve improvement in the delivery of health care.
6. Demonstrate the leadership role of nurse administrator within the health care system and community.
7. Participate in lifelong learning.

GRADUATE PROGRAM DESCRIPTIONS

Course Scheduling and Sequence

Core requirements for the MSN program:

NSG 515	Research: Concepts, Methods and Principles or
NSG 516	Qualitative Research
NSG 574	Methods of Aggregate Health Analysis
NSG 550	Issues and Trends in Nursing and Health
NSG 560	Leadership
NSG 580	Concepts and Theories in Nursing
NSG 595	Professional Contribution

Requirements for the specializations:

A. Nursing Administration Sequence:

Clinical:

NSG 501	Adult Health Nursing I
NSG 502	Adult Health Nursing II or
NSG 571	Community Health I
NSG 572	Community Health II

Administration:

NSG 525	Introduction to Nursing Administration
NSG 545	Nursing Administration Seminar/Practicum
OM 510	Financial Management I

Electives (two):

OM 511	Financial Management II
OM 530	Legal Aspects
OM 550	Personnel Relations
OM 552	Regulation of Human Resources Management
OM 554	Current Issues in Human Resource Management
OM 556	Policy/Procedure Development in Human Resource Management or Coursework approved by the Program Director

B. Education Sequence:

Education:

EDU 504	Curriculum Design
NSG 505	Teaching/Learning Strategies
NSG 510	Introduction to Higher Education
NSG 535	Nursing Education Practicum/Seminar

GRADUATE PROGRAM DESCRIPTIONS

Clinical:

NSG 501	Adult Health Nursing I
NSG 502	Adult Health Nursing II
	or
NSG 571	Community Health Nursing I
NSG 572	Community Health Nursing II

Elective (one):

A third clinical course
or
A course approved by the Program Director

Suggested Sequence: Administration

Year One	Semester One	NSG 515 or NSG 516 NSG 580	Research Qualitative Research Concepts & Theories
	Semester Two	NSG 560 NSG 574	Leadership Methods of Aggregate Health
	Summer	NSG 550	Issues and Trends Elective
Year Two	Semester One	NSG 501 or NSG 571 OM 510	Adult Health Practicum I Community Health Practicum I Financial Management
	Semester Two	NSG 502 or NSG 572 NSG 525	Adult Health Practicum II Community Health Practicum II Introduction to Nursing Administration
	Summer	NSG 545	Nursing Administration Practicum
Year Three	Semester One	NSG 595	Professional Contribution Electives

GRADUATE PROGRAM DESCRIPTIONS

	Suggested Sequence:		Education
Year One	Semester One	NSG 515	Research or
		NSG 516	Qualitative Research
		NSG 580	Concepts & Theories
	Semester Two	NSG 560	Leadership
		NSG 574	Methods of Aggregate Health
	Summer	NSG 550	Issues and Trends Elective
Year Two	Semester One	NSG 501	Adult Health Practicum I or
		NSG 571	Community Health Practicum I
		EDU 504	Curriculum Design
	Semester Two	NSG 502	Adult Health Practicum II or
		NSG 572	Community Health Practicum II
		NSG 505	Teaching/ Learning
	Summer	NSG 510	Introduction to Higher Education
Year Three	Semester One	NSG 545	Nursing Education Practicum/Seminar
		NSG 595	Professional Contribution

GRADUATE PROGRAM DESCRIPTIONS

GRADUATE PROGRAM IN OCCUPATIONAL THERAPY LEADERSHIP

Philosophy

The mission of the Master of Science Degree in Occupational Therapy Leadership is the education of a well-rounded individual who is committed to service.

Philosophically the program subscribes to the belief that graduate study is essential to the advancement of the occupational therapy profession and the dissemination of its services. It believes that students entering graduate study will possess basic entry-level skills as therapists and, will need, therefore, to develop advanced analytical and problem-solving abilities in order to become effective leaders. The program presumes that leaders are needed in the field of occupational therapy if it is to develop, grow and remain viable in a competitive health care environment.

Program

Graduates of this program will be educated to:

1. Understand the complex socio-economic circumstances which affect the human condition and the health care delivery system.
2. Assume leadership roles in occupational therapy service delivery management and education.
3. Make a significant contribution to the development of occupational therapy services and research which expands the profession's body of knowledge.

Curriculum

The Master of Science degree program in Occupational Therapy Leadership is designed around the principles of adult development and learning.

The program is highly organized and sequentially designed to meet the needs of a select group of motivated, goal-oriented adults. The program builds upon the experiences of the learners and is oriented to their present life situations and future aspirations. The program will demonstrate that effective learning results in productive and measurable responses to real problems and concerns encountered in one's day-to-day professional life. The Occupational Therapy Leadership program is an intense two-year course of study which follows a weekend college format. Fourteen (14) courses, totaling thirty-six (36) credits are prescribed. Two (2) courses are identified as Professional Contribution Units which are designed to culminate in a measurable field-based project of major significance to the occupational therapy profession.

GRADUATE PROGRAM DESCRIPTIONS

Course Scheduling and Sequence

A typical student schedule is depicted below.

Year One	Semester One	OTL 500 OTL 501 OTL 515 or OTL 516	Organizational Behavior Professional Seminar I Research Methods Qualitative Research Methods
	Semester Two	OTL 502 OTL 560 OM 505	Professional Seminar II Leadership Decision Making
	Summer	OTL 503	Theory & Trends in Occupational Therapy Elective
Year Two	Semester One	OTL 511 EDU 504 OM 551	Professional Seminar III Curriculum Design Organizational Communication
	Semester Two	OTL 512 NSG 505	Professional Contribution I: Problem Sensing Teaching/Learning Strategies
	Summer	OTL 513	Professional Contribution II: Solution Generation

GRADUATE PROGRAM DESCRIPTIONS

GRADUATE PROGRAM IN ORGANIZATIONAL MANAGEMENT

Philosophy	College Misericordia's Master of Science degree in Organizational Management is designed to educate individuals for successful careers as managers in both public and private organizations and in industry. The program reflects a management perspective which assumes that the professional manager is able to analyze problems, communicate solutions and understand the impact of management decisions.
Program	The program prepares students for responsible organizational leadership. Students are encouraged to think broadly about the tasks and functions of the manager and to develop and use a variety of management skills in organizational environments.
Curriculum	The program consists of thirty-six (36) credit hours which can be completed on a part-time basis. A core curriculum of twenty-one (21) credits is required. Students then have the opportunity to specialize in one of two areas, Human Resource Management and Human Services Management. The specialization areas require a total of twelve (12) credits for completion. The program culminates in a required Three (3) credit practicum or professional contribution which synthesizes the skills and content presented through academic course work.
Specializations	The program offers an opportunity for students to concentrate their elective courses in one of two areas of special interest.
Human Resource Management Specialization	One of the interest areas to which the program responds is the field of Human Resource Management which deals with issues related to personnel management and development. Clearly, there is a growing need for the development of professional competencies and skills in this area. The program is designed to develop the technical and knowledge base needed to exert leadership in the management of human resources in a variety of organizations including corporations, health and health related facilities, local state and regional government, and other complex organizations.
Human Services Management Specialization	The second area of specialization is designed for managers in human service and other not-for-profit agencies. The program offers practitioners the opportunity to develop those skills required for successful management specifically in the not-for-profit and voluntary sector.
A. Core curriculum:	
	OM 500 Organizational Behavior
	OM 510 Financial Management I
	OM 511 Financial Management II
	OM 515 Research Methods
	or
	OM 516 Qualitative Research
	OM 530 Legal Aspects of Administration
	OM 550 Personnel and Labor Relations
	OM 586 Strategic Planning and Management of Change
	OM 595 Professional Contribution
	or
	OM 596 Administrative Practicum

GRADUATE PROGRAM DESCRIPTIONS

B. Track I Human Resources Management:

Choose twelve (12) credits from the following:

OM 551	Organizational Communication
OM 552	Regulation of Human Resources Management
OM 553	Fundamentals of Employment Benefit Planning
OM 554	Current Issues
OM 555	Administration of Human Resources
OM 556	Policies and Procedure Development
OM 590	Seminar

C. Track II Human Services Management:

Choose twelve (12) credits from the following:

OM 525	Human Service Systems
OM 536	Marketing Management
OM 540	Grant/Contract Development and Management
OM 542	Fund Raising: Theory and Application
OM 551	Organizational Communication
OM 553	Fundamentals of Employment Benefit Planning
OM 590	Seminar

**Course Scheduling
and Sequence**

Option I:	Three Year Sequence (6 credits for 6 semesters)	
Year One	Semester One	OM 500 Organizational Behavior OM 510 Financial Management I
	Semester Two	OM 586 Strategic Planning and Management of Change OM 511 Financial Management II
Year Two	Semester One	OM 515 Research Methods or OM 516 Qualitative Research OM 530 Legal Aspects of Administration
	Semester Two	OM 550 Personnel/Labor Relations Elective
Year Three	Semester One	Electives
	Semester Two	OM 595 Professional Contribution or OM 596 Administrative Practicum Elective

GRADUATE PROGRAM DESCRIPTIONS

Option II:	Two Year Sequence (9 credits for 4 semesters)		
Year One	Semester One	OM 500	Organizational Behavior
		OM 510	Financial Management I
		OM 530	Legal Aspects of Administration
	Semester Two	OM 586	Strategic Planning and Management of Change
		OM 511	Financial Management II
		OM 550	Personnel/Labor Relations
Year Two	Semester One	OM 515	Research Methods
			or
		OM 516	Qualitative Research Electives
	Semester Two	OM 595	Professional Contribution
			or
		OM 596	Administrative Practicum Electives

Students, with the cooperation of their program advisor, may choose to specialize in one of the above tracks or they may plan, with their advisor, an individualized program of study by choosing electives from both tracks. In exceptional circumstances students may take up to five years to complete the program.

COURSE DESCRIPTIONS

EDUCATION (EDU)	500	Issues and Trends in Education Curriculum decision making is examined in light of federal and state legislation, court decisions, public policy and exemplary educational programs.	3 credits
	504	Curriculum Design An examination of the foundations, models, and procedures of curriculum design. Curriculum theories and practices are explored.	3 credits
	505	Teaching/Learning An in-depth study of how major contemporary theories of education and current methods of teaching affect decisions related to curriculum design and development.	3 credits
	509	Educational Assessment Advanced study of the issues, techniques, and models of educational evaluation with an emphasis on "curriculum-based assessment."	3 credits
	515	Educational Research An examination of the principles and procedures of educational research. Techniques of gathering and analyzing data, the design of studies in education, and application to curriculum evaluation are highlighted.	3 credits
	520	Curriculum for Preschool Programs A review of developments in preschool education with a special emphasis on curriculum.	3 credits
	521	Curriculum for Preschool Programs for the Handicapped A review of developments in early education of handicapped children. Legal and fiscal issues as well as prevention issues are discussed.	3 credits
	522	Curriculum Adaptations for Mainstreamed Students A course to prepare elementary educators to accept and teach students who are handicapped. Characteristics of the major populations are discussed and curriculum adaptations are identified.	1 credit
	523	Curriculum Adaptations for Mainstreamed Adolescents A course to prepare secondary educators to accept and teach students who are handicapped. Characteristics of the major populations are discussed and curriculum adaptations are identified.	1 credit

COURSE DESCRIPTIONS

EDUCATION (EDU)	524	Curriculum Adaptations for Culturally Different Students A course to prepare educators to understand and teach students who are culturally different. Characteristics of the major populations are discussed and curriculum adaptations are identified.	1 credit
	530	Teaching Strategies Basic methods of teaching are discussed. The process of planning and implementing lesson plans is highlighted.	3 credits
	531	College Teaching Issues related to teaching college students are discussed. Various techniques of teaching are identified and practiced.	3 credits
	532	Classroom Management General techniques of classroom management are discussed, demonstrated, and practiced. Students are required to develop management programs for specific settings.	3 credits
	533	Implementing Curriculum The change process and variables which inhibit or enhance change are discussed. The process of action planning is demonstrated and practiced.	3 credits
	540	Science Update: Plants The course includes a thorough review of the topic and a review of recent developments. Field Trips are planned.	Variable Credit
	541	Science Update: Animals The course includes a thorough review of the topic and a review of recent developments. Field trips are planned.	Variable Credit
	542	Science Update: Ecology The course includes a thorough review of the topic and a review of recent developments. Field trips are planned.	Variable Credit
	543	Social Studies Update: Local History The course includes a thorough review of the history of Northeastern Pennsylvania. Sources of information are identified. Special readings are required.	Variable Credit
	544	Social Studies Update: Pennsylvania History The course includes a thorough review of the topic and a review of recent developments.	Variable Credit

COURSE DESCRIPTIONS

EDUCATION (EDU)	545	Social Studies Update: United States History The course includes a thorough review of the topic and a review of recent developments.	Variable Credit
	546	Language Update: Developments in Reading Instruction The course includes a review of basic reading instruction procedures and a review of recent research.	Variable Credit
	547	Language Update: The Structure of Language The course includes a thorough review the foundations and structures of the English language.	Variable Credit
	548	Language Update: Writing The course includes a thorough review recent developments in elementary and secondary writing curriculum.	Variable Credit
	549	Mathematics Update: New Developments in Curriculum The course includes a thorough review of the basic instructional techniques used to teach mathematics and recent developments in curriculum are identified and discussed.	Variable Credit
	550	Supervision of Teachers Models and practices of supervision are discussed. The clinical supervision model is highlighted and practiced.	3 credits
	551	Supervision of Curriculum Curriculum management strategies are identified and practiced.	3 credits
	552	School Finance Issues related to how schools are funded are discussed. The procedure of developing cost estimates for curriculum adjustments is highlighted and practiced.	3 credits
	559	Supervision Internship Selected students complete curriculum supervision internships in local schools under the mentorship of a curriculum professional and a college supervisor.	Variable Credit
	560	Curriculum Regulations Federal, state, and local curriculum regulations and accrediting agency policies which govern curriculum are identified.	1 credit
	561	Writing Planned Courses of Study The procedure of writing a planned course of study is identified and practiced.	1 credit

COURSE DESCRIPTIONS

EDUCATION (EDU)	562	Writing Course Outlines Policies and procedures related to creating course outlines are identified and practiced.	1 credit
	570	Software Applications Procedures needed for the efficient selection of effective computer software are identified. Available software for areas of curriculum are identified.	3 credits
	571	Using Computers to Write Curriculum Participants learn to use the word processing and data management capabilities of personal computers to write curriculum.	1 credit
	591/ 592	Curriculum Specialization I/II Laboratory courses for developing curriculum materials. Students design curriculum and identify how it can be implemented.	3/3 credits
	594	Professional Contribution Seminar Seminar course gives students the opportunity to plan major curriculum projects.	3 credits
	595	Professional Contribution Practicum allows students the opportunity to develop major curriculum projects.	3 credits
	599	Independent Study Allows students to conduct an investigation of a specific topic of interest or to complete a special school-based project with the guidance of a mentor appointed by College Misericordia. A "Contract Learning" format will be used. Topics and projects must be approved in advance.	Variable credit

COURSE DESCRIPTIONS

NURSING (NSG)	501	Adult Health Nursing: Theory and Practicum I This course investigates selected Adult Health concepts related to advanced nursing practice. The unifying framework, adaptation to illness, incorporates both the macro and aggregate level and the micro or cellular levels. Concepts are developed from the perspective of the health/illness spectrum and analyzed from a multi-disciplinary approach and current nursing research findings. Student expectations include the utilization of nursing modalities and theories that are applicable to the development of nursing diagnoses with the initiation of appropriate nursing interventions.	3 credits
	502	Adult Health Nursing: Theory and Practicum II The focus of this course will be the development of intervention strategies using concepts and models developed in Part I of this course. Health policy is explored. Nursing interventions will be planned, implemented and evaluated at the aggregate level. Conceptual models will be expanded to illustrate process and provide prediction for health outcomes.	3 credits
	505	Teaching-Learning Strategies This course places emphasis on teaching and learning theories. Students are exposed to a variety of modalities utilized in teaching both theory and clinical courses. Test construction and clinical evaluation methods are included.	3 credits
	510	Introduction to Higher Education This course introduces the student to some of the concerns of higher education, the roles of functions of educators, demands of academe, external constraints on nursing in higher education, funding sources, and the roles and functions of educational administrators and support staff.	3 credits
	515	Research: Concepts, Principles and Methods This course provides an understanding of research methods and the techniques necessary to critique research studies in nursing and related fields. Each participant will develop a research proposal and may become the base for the professional contribution.	3 credits
	516	Introduction to Qualitative Research This course introduces the student to the nature and importance of qualitative research methods. Case study, grounded theory, historical and ethnographic methods are explored in relation to the health professions. Examples of qualitative research are analyzed, especially program evaluation.	3 credits

COURSE DESCRIPTIONS

NURSING (NSG)	525	Introduction to Nursing Administration This course explores the nature of administration as a concept and a variety of theoretical approaches to the process of administration. Common elements of administration are considered and analyzed within the organizational framework of nursing services as a sub-system of an overall health care delivery system.	3 credits
	535	Nursing Education Practicum/Seminar This course provides opportunities for students to develop the skills of classroom and clinical teaching and evaluation using various modalities. Students will explore the need to interface with faculty from nursing and other departments of the institution, administration, support service personnel, and clinical site agency personnel. The logistics of student placement, contractual agreements, state approval, and accreditation are additional areas which are explored. Weekly seminars provide opportunities for exchange of ideas, clarification of concerns, and analysis of educational development and evaluative strategies.	4 credits
	545	Nursing Administration Practicum/Seminar This course is designed to expand on the content of NSG 525 Introduction to Nursing Administration. Students will have selected experiences in a Nursing Service Department with a Nursing Administrator and/or designee and explore issues that effect the delivery of nursing care in that situation. Concurrent classes will focus on an analysis of the scope of nursing services in the total health care system and particularly on the role of the Nursing Administrator.	4 credits
	550	Issues and Trends in Nursing and Health Care This course is designed to provide students with an opportunity to analyze trends and issues in health care that impact on the current picture of health and illness and on the delivery of care. Economic, political, social, and technological changes affecting health and illness policies will be investigated at the micro and macro systems levels. Factors influencing trends in health/illness, patterns of care delivery and policy direction will be analyzed through historical perspective and current impact as a basis for prediction, essential to leaders in nursing and health care.	3 credits
	560	Leadership Students will explore the characteristics of a leader, the leadership role, the dynamics of change, leadership as a process, and decision making. Participants are made aware of conflict resolution, leadership, styles, the dynamics of groups, and risk-taking.	3 credits

COURSE DESCRIPTIONS

NURSING (NSG)	571	Clinical Theory and Practicum I: Community Health Nursing This course is designed as part one of a two part sequence in community health nursing to acquaint the student with advanced concepts in community assessment essential to practice, education, administration, and leadership in community settings. The focus will be upon the health status of the community as it affects the health of specific aggregates.	3 credits
	572	Advanced Clinical Theory and Practicum II: Community Health Nursing This course is designed as part two of a two part sequence in community health nursing predicated upon knowledge of those advanced concepts of community assessment presented in NSG 571. The in-depth analysis of a community health diagnosis determined in NSG 571 will provide the focus for further analysis and intervention in this final segment. The nurses' role as change agent will be investigated and implemented on behalf of select aggregates and/or communities. Content will include theory and process of change; environmental and political forces facilitating and constraining health changes; methods of effecting change and nursing's role as change agent on behalf of the community as client.	3 credits
	574	Methods of Aggregate Health Analysis This course is designed to provide graduate students in the health care disciplines with a background in methods of health status analysis. The focus of analysis is on the aggregate level utilizing epidemiologic and demographic principles and methods. Emphasis is upon developing knowledge and skills essential to prediction of health trends, prevention of illness, and promotion of health.	3 credits
	580	Concepts and Theories in Nursing This course is designed to facilitate the participant's acquisition of knowledge, understanding, analysis, and evaluation of nursing concepts and theories.	3 credits
	585	Independent Study This course allows students to conduct an investigation of a specific topic of interest or to complete a special project related to their curricula with the guidance of a mentor appointed by College Misericordia. A "Contract Learning" format will used. Topics and projects must be approved in advance.	3 credits
	595	Professional Contribution An independent study designed for students who are working on the culminating project required by their curriculum.	3 credits

COURSE DESCRIPTIONS

OCCUPATIONAL THERAPY LEADERSHIP (OTL)

- | | | |
|-----|--|-----------|
| 500 | Organizational Behavior
Social and behavioral science approach to the study of human activity in organizational settings. Goal of the course is to equip administrators with skills for managing regularities, differences and relationships in organized, purposive behavior. | 3 credits |
| 501 | Professional Seminar I
Designed to help students integrate and apply course content to their unique professional settings. Early identification of potential professional contributions will be encouraged. | 1 credit |
| 502 | Professional Seminar II
Continued emphasis on the integration and application of course content to the practice setting. Refinement of concepts and ideas related to potential professional contributions. | 1 credit |
| 503 | Theory and Trends in Occupational Therapy
An examination of occupational therapy theory development and its relevance to contemporary practice. The course will analyze the relationship of education to clinical service delivery. | 3 credits |
| 511 | Professional Seminar III
Advanced integration and application of course material to the practical setting. Continued identification of issues worthy of professional study. | 1 credit |
| 512 | Professional Contribution I: Problem Sensing
The advanced analysis of organizational and professional needs to include the development of a problem statement. | 3 credits |
| 513 | Professional Contribution II: Solution Generation
The systematic process of developing solutions to identified professional/organizational problems. A major contribution to the field is required to possibly include: <ul style="list-style-type: none"> - the development/implementation of a clinical research project. - the development/implementation of a professional workshop or seminar. - the development/implementation of a student clinical education program. - the development/implementation of a unique clinical service program. - or other as approved by the faculty. N. B. Continuous enrollment is required until contribution is completed to the satisfaction of program faculty. | 3 credits |

COURSE DESCRIPTIONS

**OCCUPATIONAL THERAPY
LEADERSHIP (OTL)**

- | | | |
|-----|--|-----------|
| 515 | Research Methods
A review of research methods with an emphasis on the design of clinically-based studies.
<u>Pre-requisite: College Level Statistics</u> | 3 credits |
| 516 | Introduction to Qualitative Research
This course introduces the student to the nature and importance of qualitative research methods. Case study, grounded theory, historical and ethnographic methods are explored in relation to the health professions. Examples of qualitative research are analyzed, especially program evaluation. | 3 credits |
| 560 | Leadership
Exploration of the characteristics of a leader, the leadership role, the dynamics of change, leadership as a process, and decision making. Conflict resolution, leadership styles, group dynamics and risk-taking are discussed. | 3 credits |

COURSE DESCRIPTIONS

ORGANIZATIONAL MANAGEMENT (OM)

500	Organizational Behavior Social and behavioral science approaches to the study of human activity in organizations. The course is designed to equip administrators with skills for managing interactions, differences and relationships in organizational settings.	3 credits
505	Decision Making A study of decision making in complex human service organization. Examination of a variety of conceptual frameworks to enable administrators to develop an evaluative design for ethical, effective and efficient decision making.	3 credits
510	Financial Management I Introduction to basic economic theory, accounting principles, budget theory and practice and financial control procedures necessary to successful management . Designed for the non-financial manager and presupposes little or no previous education or experience in finance.	3 credits
511	Financial Management II Applies the basic skills mastered in Financial Management through case studies. Emphasis on integrating financial considerations with other management considerations when analyzing and solving problems, and in planning. Investments, borrowing, information systems and financial analysis are covered. Prerequisite: OM 510	3 credits
515	Research Methods Provides student with an understanding of the concepts, principles and techniques associated with the investigation of specific research problems in the human services system.	3 credits
516	Introduction to Qualitative Research This course introduces the student to the nature and importance of qualitative research. Case study, grounded theory, historical and ethnographic methods are explored. Examples of qualitative research are analyzed, especially program evaluation.	3 credits
525	Human Services Systems An integrated seminar which examines the programs and policies of the major human service areas, with emphasis on the dynamics of the system as it evolves. Topics for discussion include aging, adult services, children and youth, drugs and alcohol, health, mental health/mental retardation.	3 credits
530	Legal Aspects of Administration Provides students with an understanding of legal aspects of administrative action. Emphasis on the judiciary system as it impacts upon the administrative process. Case method of study supplemented by lecture and discussion will be utilized.	3 credits

COURSE DESCRIPTIONS

ORGANIZATIONAL MANAGEMENT (OM)

536	Marketing Management An analytical approach to marketing management problems. Focus on influence of the market place and the marketing environment on decision making," the determination of the organization's services, fee structures, channels and strategies of communication, and the organization's system for planning and controlling its marketing effort.	3 credits
540	Grant/Contract Development and Management Systematic approach to the mechanics, techniques and issues involved in external funding. Covers the preapplication phase, the application phase, the post-application phase and the administration phase of grant/ contract development and management.	3 credits
542	Fund-Raising: Theory and Application Designed for the current or prospective administrator of the non-profit agency. Focus is on mechanics of fund-raising, the tools of the fund-raiser, and the types of fund-raising activities applicable to the nonprofit sector. Consideration of the role of institutional development in the 1990's.	3 credits
550	Personnel and Labor Relations Basic concepts, issues and practices involved in personnel administration and labor relations. Emphasis on the successful management of human resources.	3 credits
551	Organizational Communication Designed to develop skills in communication to promote organizational goal setting, coherence and effective teamwork.	3 credits
552	Regulation of Human Resources Management Examination of the regulatory process, governmental restriction, and preventive techniques, to assist the human resources manager in minimizing potential adverse impact on the organization from government investigations or employee actions.	3 credits
554	Current Issues in Human Resource Management A seminar designed for the study of timely and significant issues in human resource management. Current trends and relevant problem-solving techniques will be used.	3 credits
555	Administration of Human Resources Theory, policy and process issues in employment relationships. Specific practices in selection, appraisal, compensation and discipline as they relate to conceptual views of management.	3 credits

COURSE DESCRIPTIONS

ORGANIZATIONAL MANAGEMENT (OM)	556	Policy/Procedure Development in Human Resource Management Development and implementation of policies relevant to personnel administration. Focus on relationship between government policy and corporate policy and influence of management philosophy for policy planning. Discussion of expected and unexpected outcomes of policy decisions.	3 credits
	559	Special Topics in Human Resource Management Examination of selected topic relevant to human resource management. Possible topics include training and staff development, employee assistance programming, governmental relations strategies, time management, effective supervision.	1-3 credits
	585	Special Topics in Administration Examination of selected topic relevant to the development of skills in administration. Possible topics include governmental relations strategies, time management, program assessment and evaluation.	1-3 credits
	586	Strategic Planning and Management of Change An introduction to the strategic planning process and its application in managing organizational change. Techniques and skills involved in designing and implementing planned change to improve organizational adaptiveness and effectiveness in the changing political, economic, social, and technological environment.	3 credits
	595	Professional Contribution The design and implementation of a special project or study relevant to the expressed needs of an organization or agency.	3 credits
	596	Administrative Practicum An approved and structured administrative practice experience in human resource development in an industrial or corporate setting.	3 credits

GRADUATE PROGRAM FACULTY

Florence Bourcier. B.S.N. Boston College; M.S.N. Boston College; M.S. University of Scranton; Ph.D. University of Pennsylvania.

William Crossin. B.A. King's College; M.P.A. Pennsylvania State University.

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Penelope Popp. B.S.N. University of Buffalo; M.S.N. Wayne State University.

Barbara Price. B.A. Lycoming College; M.S. University of Scranton; Ph.D. University of Pennsylvania.

William Price. B.S. Bloomsburg University; M.S. University of Scranton; Ph.D. Kent State University.

Joseph P. Reap. B.A. University of Scranton; M.S.W. Catholic University of America; M.B.A. University of Scranton.

GRADUATE PROGRAM FACULTY

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Barry Simmons. B.S. Bloomsburg University; M.P.A. Marywood College.

Gertrude Torres. B.S. Columbia University; M.A. Columbia University; Ph.D. Columbia University.

Paula Wilkes. A.B.Ed. University of Michigan; M.S. University of Chicago.

Marianne Vitale. B.S. College Misericordia; M.S. Pennsylvania State University; D. Ed. Pennsylvania State



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